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ABSTRACT

This instructional guide is intended for use by adult education teachers who deal with homeless students either on an occasional or an exclusive basis. An introduction defines homelessness, describes how education can help, and offers a mission statement. The second section focuses on what teachers of the homeless need. It defines categories of homelessness, discusses the support teachers need, addresses staff preparation and development, and lists strategies to maximize motivation and minimize obstacles in these areas: outreach and marketing, instruction, retention, and politics. Student outcomes are listed, and suggestions for classroom preparation are made. The third section focuses on the program itself. Topics include social marketing, the target audience, and retention. The fourth section suggests a process to evaluate program outcomes. A 13-item bibliography is followed by 24 sample lessons developed to facilitate independent living and self-determination. Tables group the lessons by goals and learning objectives. Lessons 1-12 focus on goals of self-esteem building, interpersonal skills, and taking responsibility for oneself. Lessons 13-24 focus on higher level skills, such as using resources, goal setting, taking responsibility for health and child care, and job finding. Components of each lesson are a goal, outcome objective, list of instructional materials and resources, and activities. Handouts follow the lessons. (YLB)

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Education for Homeless Adults: Strategies for Implementation

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ASSISTANT COMMISSIONER FOR OFFICE OF WORKFORCE PREPARATION AND CONTINUING EDUCATION
CONTINUING EDUCATION TEAM

Dear Colleague:

The problems of poverty and homelessness in America have reached alarming proportions. They are maladies which challenge the ability of the richest nation in the world to care for its own.

One avenue to the cessation of cycles of poverty and homelessness is through the education of both children and adults. It is important to educate children because they are our future and our hope. It is important to educate adults because they are our present and provide the environment in which our children develop.

It is with these precepts in mind that we offer this guidebook. It represents the best thinking of New York State's adult literacy teachers and administrators based on five years of experience working with homeless adults. We hope you find it useful.

Sincerely,

Garrett Murphy

Garrett Murphy, Team Leader

Education for Homeless Adults: Strategies for Implementation

The University of the State of New York
The State Education Department
Office of Workforce Preparation and Continuing Education
Albany, New York 12230

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INTRODUCTION

What Is Homelessness?

Homelessness is a crisis in the lives of hundreds of thousands of Americans, and the numbers of homeless people are growing. Homelessness is defined as the state of living in a shelter, hotel, or other temporary residence, or living with another family. Since 1983, New York State has seen an immense swell in its number of homeless people. It is difficult to be sure of the total number of homeless people.The Interagency Council on the Homeless reports that the total number nationally is estimated at 600,000. Although it has not been documented, advocacy groups for the homeless have estimated the number of homeless to be as high as 3,000,000. The following information about the homeless population was published in the United States Conference of Mayors' 1992 survey of 29 cities in the United States:[1]

FACT: ➢ Single men comprise 55 percent of the homeless population; single women account for 11 percent.

FACT: ➢ Families with children account for 32 percent; within homeless families 82 percent are headed by a single parent.

FACT: ➢ Children account for 22 percent of the homeless population; 2 percent of the children were unaccompanied by an adult.

FACT: ➢ 17 percent of the homeless people are employed in full- or part-time jobs; 18 percent of the homeless are veterans.

How Can Education Help?

The purpose of education for homeless adults is basically the same as it is for all adults: education for adults whose weakness in basic skills reduces their chances to get or keep jobs, to improve their quality of life, or ultimately to provide shelter for themselves and their families. The challenge of providing literacy services for the homeless lies in the need to develop programs to address their unique circumstances: their transiency in itself, and the many physical and emotional obstacles that impede learning.

Education provides an opportunity for homeless people to improve their present conditions by learning to cope and survive in today's world. Their choices are expanded with knowledge, awareness, and basic literacy skills. For those who lose

[1] United States Conference of Mayors, A Status Report on Hunger and Homelessness in America's Cities, 1992, p. 38.

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their homes because they are unemployed or *under*employed due to low literacy skills, learning offers an opportunity for release from homeless status. For those who are homeless due to a single damaging experience, literacy skills can provide a positive step toward managing circumstances and recovering from the setback. For *all* homeless people, education provides interaction with people who can facilitate the building of skills, knowledge, and independence.

Homelessness doesn't cause illiteracy, but illiteracy *is* a contributing factor to the frequency and duration of homelessness, and the situation may be perpetuated if the education of homeless children and adults is neglected because of the transient life-style. The primary vocational skill in our society is the ability to read. We must read to learn about available jobs, to get a job, to keep a job, to get ahead in a job, and to change to another job.

Who Will Use This Guide?

This instructional guide is for use by adult education teachers who deal with homeless students either on an occasional or an exclusive basis. The guide is designed to address specific problems of homeless people and those who are challenged to help them through education. It strives to offer support, positive strategies for recruitment and retention, and ideas for classroom lessons. Though, ultimately, the homeless students, themselves, will be the major determinants for program outcomes.

Mission Statement

The New York State Education Department's philosophy on Education for Homeless Adults is to give homeless adults the opportunity to gain the basic skills and knowledge needed to become self-sufficient. For more information on Education for Homeless Adults, contact the Office of Workforce Preparation and Continuing Education at (518) 474-8940.

Although the above mission statement serves as a guideline, each program is different and must therefore adapt the broad generalization to its own needs, which may be especially diverse when comparing rural and urban homeless populations. Questions to consider are: What does the homeless program *do* and *not do*? How much help can we provide within the program design? What is our program's personal mission? What is *my* mission as an educator?
Besides more program money, more staff, and classrooms full

WHAT DO TEACHERS OF THE HOMELESS NEED?

of self-motivated, eager learners, what do teachers of the homeless need? The answer is **plenty**. They need to understand the special circumstances of homeless people: the commonalities, the differences, and the steps leading up to the tragedy of losing a home. In addition to informational background, teachers require support from peers and supervisors, special preparations, problem-solving skills, and knowledge to overcome barriers. Finally, teachers of the homeless need strategies for staff development and classroom instruction.

Background

It's impossible to gain an understanding of the unique situation homeless people are in without knowing something about their history and the severity of the situations. The following circumstances define the categories of homelessness:

> The **Situational Homeless** are those who suffer an unexpected blow such as losing a business or job, becoming a dislocated worker whose skills aren't marketable anymore, or enduring chronic illness or injury. In today's recession, many cannot afford adequate health care or insurance; hence, a health crisis may be severely devastating financially.
>
> The **Marginal Homeless** are individuals who drift in and out of homelessness repeatedly. Members of this category include disadvantaged persons such as high school dropouts, one-parent families, teen mothers, non-English-speaking immigrants and migrant workers, battered wives, and drug and alcohol abusers.
>
> The **Chronically Homeless** are those with severe psychiatric impairment, the destitute elderly, and persons needing some form of minimal supervision or possibly institutionalization.

Though we have these divisions for classifying homeless people, it's important for us not to "pigeonhole" them merely according to circumstance. Students must be treated as people who have endured many indignities in the incremental process that led to their homeless status.

Support

Teachers of the homeless need a high level of support from all sides to share resources, to develop new strategies, and to help deal with the overwhelming emotions they must face. Peers can help prevent burnout by providing a sympathetic

ear and objectivity. They may also share resources for program ideas and assistance to the homeless, and can learn much from each other's experiences. Forming an informal support group which meets on a regular basis can provide insight on shared experiences and ideas for program development. The benefits of such a group can far outweigh the time commitment, and can provide the motivation to keep a program moving forward.

Administrators can support teachers by providing a strong staff development program. They may network with resource personnel from social services agencies who deal with the homeless, and bring program staff together to resolve problems and provide input for program planning.

Staff Preparation

The most critical people in any program for the homeless are the teachers in the classroom, so it is absolutely necessary that they be adequately prepared for the many facets of their responsibility. Teachers must handle formal and informal assessments of students, goal setting, daily instruction, motivation and retention of students, and, sometimes, giving personal advice or simply listening. Moreover, they must successfully meld the selection and creation of instructional materials with the homeless adults' current needs and interests. As a teacher, ask yourself what you need to do differently for diverse sections of the homeless population. What do you *already* do differently?

Before answering these questions, imagine the feelings that losing your home would generate: confusion, fright, and the experience of trauma. Homeless people are literally adrift in society, having lost their roots, feeling that they don't belong, and suffering low self-esteem. All of these feelings must be addressed in the literacy classroom for the program to succeed. Before deciding where they are going and taking steps to change their lives, the homeless must discover who they are, where they have been, and most importantly, what they want.

Staff Development

Staff development for instructors of homeless adults shares similarities with staff development for instructors in more general adult literacy programs. One resource listing knowledges, attitudes, and behaviors for adult literacy instructors is entitled *Staff Development Priorities for Adult Education Practitioners: Survey Results*, and may be obtained from the Hudson River Center for Program Development, Inc.

There are knowledges, attitudes, and behaviors (in addition to those mentioned in the preceding paragraph) that are unique or so significant to effective adult literacy programming for homeless adults that they are highlighted below. These include:

Knowledges

- Be aware of resources for the homeless, including residence options, health care, clothing, food, resources for children, treatment for substance abuse, legal assistance, and public assistance.
- Understand the role of the caseworker vs. the role of the instructor.
- Understand the nature of psychological, emotional, or physical trauma and its effects on students.
- Be aware of your need for support within your profession, and how to develop support systems.
- Be knowledgeable about books or other resources which would be interesting to students.

Attitudes

- Recognize your role as an advocate for homeless students.
- Be nonjudgmental.
- Perceive your role as facilitator, assisting but not doing.
- Accept that students' responsibilities are their own.
- Feel empathy, rather than pity, for students.
- Recognize that students' hardships may affect their appearance, but should not interfere with instruction.
- Relax the urge to hold opinions or offer comments on everything students say.
- Recognize that your students are as valuable as you are.

Behaviors

- Evaluate students based on what they already know.
- Encourage students to help motivate, orient, and retain new students by reaching out to them.
- Assure new students that they are wanted in the classroom.
- Facilitate students' acquisition of coping skills.
- Develop mediation and conflict resolution skills.
- Listen to students.
- Assist students in managing and organizing their possessions.

- Help students discern between rational and irrational fears.
- Demonstrate respect for students.
- Be creative in instruction.
- Encourage creativity in students.
- Promote student-centered instruction by encouraging students to set their own goals, means of instruction, and evaluation.
- Refrain from projecting personal values by encouraging students to form their own opinions.

Strategies to Maximize Motivation and Minimize Obstacles

Teachers will always encounter barriers which will hamper effective and efficient teaching. The key to breaking through the restraints is to accentuate the positive and eliminate the negative, as the old song goes. Therefore, we must maximize students' motivation, keeping their goals in the foreground, in order to minimize the many obstacles they must deal with in daily life. Though there are many barriers, we must narrow the focus to those over which we have control.

The challenge we face on one hand entails empowering students or increasing their autonomy, while on the other hand giving them structure to make them feel "safe." Many homeless students maintain a state of hypervigilance, which is the notion that people who are on the streets or who have been traumatized in some way are constantly scanning the environment for danger. They are always on the defensive. The safer we can make the classroom environment, the sooner we will engage their full energies for learning.

Again, many strategies used in general literacy programs are appropriate for adult literacy programming for homeless adults. Here are some additional strategies which have proved successful in our programs:

Outreach and Marketing Strategies

- Advertise life management or literacy classes as "self-help" to catch the interest of prospective students.
- Announce or advertise openings in class or shelter over a daily radio show.
- Recruit students through ancillary services, such as a clothing distribution program or food pantry.
- Use flyers, handouts, and face-to-face invitations to attract people to the class. Food is an effective way to

draw people in. Refreshments will, also, serve as a social time, particularly if presented in an inviting way.

- Word-of-mouth is vital: involve other homeless students in recruitment, as they can best address the issues. You will find that they really want to help others, and take pride in bringing people to the class.
- Distribute flyers at family shelters.
- Use a translator for reaching out to populations who are speakers of other languages. Translators tend to be used mostly for situational homeless. Instructors and facilitators must know population trends to meet foreign language needs.
- Work cooperatively with the outreach people of the shelter to ensure that they are fully aware of the educational opportunities available at the shelter and within the community. The outreach people should understand the goals of both the shelter and the educational program within the shelter; ideally, these goals will coincide with one another. Since everyone in the shelter is entitled to this information, the outreach staff must be able to communicate, either personally or via other resources, with individuals who do not use English as their primary language.

Instructional Strategies

- Interview students prior to the beginning of class; relax with them. Explore all options with them, citing benefits that have meaning to them. Reach out and gain trust.
- Use active listening techniques to let students know you are interested in their lives and that you *do* care. Take time out to hear their goals, fears, and dreams — during the intake procedure, as well as later on.
- Be a *part* of the group process. Facilitate the class as guide.
- Key in to individuals' needs and concerns and tailor the program accordingly. Build on feelings which might enhance success; allay fears which may retard achievements.
- Take students on a field trip to the local library and help them obtain library cards. You may have to circumvent the library's rules on permanent addresses. Successful characteristics include accessing resources and achieving success.
- Encourage students to keep a daily journal or diary, or both. Use a diary for personal thoughts, while journal

writings may be less private impressions or accounts which may be used for a literary magazine or class newsletter. Daily drawings may be used if students are more comfortable with pictures than words. Successful characteristics include writing to read, improving students' writing, contributing to classroom, and feelings of ownership.

- Ask students to experiment keeping a detailed account of income and expenses for one week. Successful characteristics include improving time and money management.
- Invite outside groups to make classroom presentations based on students' interests.
- Allow students to develop, manage, and implement a program featuring a guest speaker or special presentation. Successful characteristics include students gaining respect as organizers, hands-on activities, promoting positive self-images, autonomy, student-centered management, and learning.
- Encourage students to read ethnically/culturally relevant books, both in- and outside of class.
- Have students sign weekly contracts to set goals and participate in weekly conferences, including evaluations, if students wish. They may choose instruction such as independent or group study — whichever they are interested in. The weekly contract gives structure to learning, and can be an ongoing, week-to-week process. This works successfully as an autonomy-structured model for instruction.
- Encourage parents to bring children to class to participate in family literacy efforts, if feasible for your program. For various reasons, it may take some time to convince parents of the merits of family literacy. An idea for working with the children is to have them construct oral "writings" of their thoughts.
- Sponsor "mini PTA" meetings to discuss child care issues and improve parenting skills. Since it is often difficult to tell students that they are not good parents, calling this a "parenting skills" session is *not* advised.
- Some techniques used to teach young children may be appropriate to use for adults. Specifically, to encourage adult students to write, ask them to list their wishes and dreams.
- Help students find the "child within" themselves. Students should try to recapture some of the positive qualities (innocence, trust, etc.) they may have lost. This may be difficult since the population has endured so much

already. Some of the qualities may have to be redefined. Suggest drawing a lifeline, charting major life events and the feelings associated with them.

- Develop a resource handbook by having students research and write about services to assist the homeless and other disadvantaged populations. Include in students' research a call or visit to the agency, verifying assistance offered, and rating the help received.
- Post a large map in the classroom. Place snapshots of students around the map, with lines connecting their pictures to their birthplaces. Successful characteristics include a geography lesson and students feeling "connected" to the classroom and peers.
- Vary learning activities, *i.e.*, individual vs. large or small group, to compensate for the learning strengths and weaknesses of individuals and for stimulating peer interaction. This, also, offers the opportunity for students to work one-on-one with the instructor, posing questions or ideas they may be reluctant to voice in the group.
- Reinforce structure, discipline, and control of environment. Since many students lack formal ties or schedules, it is very important that they find structure within the classroom environment. However, the students must be involved in defining structure and rules according to their needs and desires.
- Have students design or improve their learning environment(s) by painting, arranging furniture, and adding plants and posters.
- Use wrap-up and sharing activities to refocus at the end of each session.
- Be careful not to impose your own values regarding employment on your students. They are the only ones who can determine whether they are job-ready or not; it is their choice.
- Encourage students to pursue academic achievement beyond that offered at the shelter, such as through two-year colleges, job-training, or apprenticeships.

Retention Strategies

- Make a good first impression! Ironically, dropout usually occurs within the first six hours of enrollment in the program. Though motivation may be at its highest, students are still "testing the waters," and need reassurance. Consider postponing testing and starting with an introduction to the classroom and orientation to the program.

- Use *Action for Personal Choice* or other critical thinking components as a precursor to formal instruction (both vocational and academic) to help students stay focused on actual instruction.
- Be flexible and open to dealing with outside issues, offering referrals when necessary. Many circumstances linked with survival can interfere with learning. If students have a support network among teacher and peers in the classroom, they may be more willing to stay in the program despite problems.
- Acknowledge how things change rapidly in homeless students' lives; build in time to discuss their changing situations and the new problems they may be facing.
- Use peer tutors.
- Provide frequent opportunities to experience small successes.
- Give tangible rewards for accomplishments, *i.e.*, certificates, posting pictures of students of the week, graduation ceremonies.
- When a student misses class, get in touch. Let the student know you missed him/her; ask if everything is OK.
- Discuss with students how their benefits will be affected by employment. Reassure them that benefits are still available while they are in your program.

Political Strategies

- Initiate a letter-writing campaign with students. They might write to, or telephone, congresspersons if funding to the homeless is being threatened or if they have complaints about the shelter system.
- Encourage students to visit with local politicians. Prepare the students for the visit to ensure that they are comfortable and effective. Sometimes, some politicians may need reminding that homeless people are part of their constituency.
- Encourage voter registration.
- Conduct mock debates on various issues. Students can assume different roles or participate in debate teams.

In general, it is helpful to develop content based on the lives and realities of your learners. Be familiar with the way they see things, and provide useful and relevant instruction that will give them more control over their lives. In bringing the community into the classroom, you will reap benefits including interactive learning, relevant programming, improved attendance, retention, and community relations. The draw-

backs include more use of teacher energy and difficulty in evaluating learning.

Specifically, hands-on activities which can be used immediately are the most valuable to low-literate and illiterate homeless students. You must also use motivation in various stages of learning to help students participate, learn, see progress, feel rewarded, and continue learning.

Understanding students' needs is extremely helpful in designing program materials. Remember that literacy itself isn't necessarily the goal, but is often just a stepping stone to employment or a better quality of life. As well as using materials to meet homeless learners' needs, we should consider what materials to use at each stage of the program. Educators should attempt to build success into learning designs by capitalizing on skills learners already possess. Learning should take place in challenging, yet achievable, steps, and tasks should be practical. Teachers should provide immediate feedback to help students move on to the next step.

In instruction, be sure to provide opportunities for review. You can use materials for varied repetition and easy review, and get feedback from students. Review promotes learning and learning *how* to learn. Also include questions. A question-and-answer format is useful for many educational materials, and is similar to the dialogue that many adults use in informal learning such as conversations and observations.

Finally, encourage application. Help adults *use* what they learn by giving them something new to apply, providing opportunities for practice, by making clear ways to use content, and by encouraging application through suggestions and guidelines. In designing materials, choose those relevant and challenging to students, allow them to set their own pace, and encourage them to maintain interest. Use examples that are relevant to students' lives, such as job applications, tax forms, social services procedural guides, and cookbooks.

Student Outcomes

We cannot overstate the importance of teachers listening to students regarding their ever-changing circumstances, their insecurities, and their diverse problems. Often, there is no one to facilitate problem solving for students, much less address the complexity of their problems in a systematic manner. Willingness to help is important, but, ironically, some of the most common barriers revolve around instructors' desire to help. Too much help can enable students to ignore their own accountability for their actions. Teachers

can become overly involved in students' lives and give too much advice and direction. Students may then never learn to help themselves.

The first step in defining this "fine line" is to know yourself as teacher: why do you react? How do you deal with personal biases? Evaluating your feelings can prevent students from taking advantage of your desire to help. Remember: take time for active listening and intervention while guiding students and encouraging them to make their own decisions and take responsibility for themselves. Avoid trying to solve problems for them. Discussing problematic situations with students provides the opportunity to reinforce the idea that we are responsible for ourselves. Remember the fine line between autonomy and structure.

Keep in mind that adult literacy students are not a homogeneous group and, therefore, do not perceive their barriers in the same way. Though we as educators may anticipate some common problems, we must recognize that students are the best source of information for learning how and which problems to solve.

Following is a list of knowledges, attitudes, and behaviors important for homeless students:

Knowledges

- Understand that there are available choices, having either positive or negative consequences.
- Be aware of available local resources for meeting immediate basic needs such as health care, residence options, clothing, food (location of soup kitchens, food pantries, government surplus food distribution sites), and resources for children.
- Distinguish safe from unsafe situations.

Attitudes

- Learn to recognize and trust safe environments.
- Recognize the control they have over their own fates.
- Develop a sense of autonomy.
- Recognize their capabilities and the value of their life experiences.
- Redefine failure as a learning experience rather than being overwhelmed by a sense of failing.
- Accept and respect themselves and others.
- Distinguish between positive and self-defeating behaviors.

Behaviors

- Learn how to cope in unsafe situations.
- Manage money appropriately.
- Set realistic goals, assess progress, and realize that goals may be changed.
- Ask questions without fear of judgment.
- Understand and appreciate the expectations and responsibilities of a safe environment. This involves following the ground rules of the classroom, leaving defensive behavior behind. Hypervigilance comes into play here.
- Reach out to new students by empathizing with them.
- Negotiate and resolve conflict.
- Develop effective listening skills.
- Develop problem-solving skills.

The State Education Department is developing a complete adult literacy curriculum including knowledges, attitudes, and behaviors for GED, ESOL, communication, and math. The competencies listed above have unique applications for homeless students, and are highly significant for them to master.

Classroom Preparation

It is important for teachers to remember that in a situation where little belongs to them, homeless students should feel ownership of their classroom space. Where possible, they should not only collectively design a comfortable atmosphere for group interaction, but should be allotted some personal space such as a desk or locker. If program funding is limited, try to invent ways to modify the environment to make it more compelling or engaging. Add some order to students' lives through organization, and brighten up their surroundings with color and decorations. For instance, one creative program had a contest to design "window" posters in a room that had none. Students had the opportunity to create their own views while at the same time working together to accomplish a goal. In addition, don't ignore the basics such as adequate heat and air circulation, sufficient supplies, and cleanliness.

The classroom should radiate a student-oriented environment, one set up by students and facilitated by the instructor. Though the instructor should set clear boundaries for consistency, as mentioned above, the atmosphere should be

one of empowerment, where students feel that *they* are in control of their destinies and will obtain the knowledge and power to change their life situations. The teacher should allow students to create their own structure in the classroom, asking the group for input to set specific goals. Though you are defining boundaries early, leave ample room for change as time goes on.

As goals and objectives are specified, keep in mind that outcomes must be measured by modest, but realistic and meaningful, benchmarks or achievement points. Learning should be a comfortable process, with very small steps of success in the classroom to reinforce self-esteem.

GETTING THE STUDENTS AND KEEPING THEM!

Now that we've addressed the personal and professional needs of homeless program staff, we must discuss the program itself.

Finding the students, getting them to the program, and keeping them are the most difficult parts of adult literacy programs. While traditional students in the educational system make an "either/or" decision to remain in school, adult learners must make an "and also" decision to *add* education to their adult commitments and responsibilities. With homeless adults, the commitment can be more closely linked with their actual survival.

Though factors within adult literacy programs definitely play a large part in recruitment and retention, attrition is often not a failure of the program itself, but the result of external forces in students' lives. Little is known about the external factors which influence retention for students who are homeless. The puzzles of recruitment and retention of the homeless become our top priorities, and social marketing the beginning of our solution.

Social Marketing

This term refers to a process in which products of value are exchanged. In an educational setting, we often see the teachers as the "providers" and the students as the "receivers," but in reality, both parties offer commodities of worth. Although the teacher may offer the student education, credibility as a job seeker, and the ability to interact with his/her children in the area of school subjects, students also make vital contributions to the educational process. Homeless students offer their commitment, their time, and present themselves as lacking an education, and therefore, vulnerable.

Homeless people who are illiterate are finding ways to survive without reading, writing, and math skills. This shows that they are highly adaptive and, often, highly intelligent, which increases their need to maintain dignity and self-image. They need a positive environment to feel accepted and comfortable, and must see the education they will receive as part of an exchange system in which they can give in return.

We must, also, remember that we can sell a program based *only* on what the potential market finds valuable. This may be unique and specific to homeless individuals, an obstacle which the program designer must overcome. You must reach into the minds of potential "buyers" and convince them to make *your* product their first choice.

The social marketing theory assumes the following:

1. Both parties — the provider and the prospective student — are capable of communication and delivery.

2. Both parties are free to accept or reject the potential exchange. (Acceptance or rejection of adult literacy services may well be a function of the extent to which the provider is sensitive to the fears and denial of the potential learner.)

To "sell" your program, you must also be familiar with some basic terms:

Public Relations is the projection of an image. An effective public relations program on adult literacy requires a thorough understanding of the message, of the homeless population, and of the most efficient means of conveying that message to the homeless.

Advertising brings the service to each potential adult literacy student, usually via the mass media, and "presells" it. This is particularly challenging with homeless populations.

Outreach is the process of contacting and recruiting potential adult literacy students who are homeless, including coordinating various community agencies and service providers.

Promotion is the communication of the existence, quality, and nature of programs which address the needs, wants, and beliefs of identified market

segments (homeless populations) to the potential students.

Target Audience is the population of homeless adults who require adult literacy services. Once this group has been identified, the agency channels its energies, efforts, and dollars to reach this population.

Market Segmentation is the division of the target audience into subsets of homogeneous adults who require literacy services, where any one subset may conceivably be selected as a target audience to be reached (*e.g.*, single parents who are homeless).

Though all this technical terminology is useful, it really boils down to *who*, *what*, and *where*. *Who* are we trying to reach? *What* do we want to tell them? *Where* can we find them? *How* do we keep them?

Who Are We Trying to Reach?

Obviously, we are trying to reach homeless persons in need of literacy services, but more specifically, we want to get at the ones who aren't *seeking* us out. Discussions with students reveal that many homeless adults perceive literacy in a surprising way: they feel that while it would be nice to know how to read and write, they fear that developing literacy skills and subsequent independence may cause them to lose their places in their peer groups. They fear success, since many have adapted to their literacy status and have a sense of community and self-identity based on their skills. They don't want to become "new persons with a new place" in the community, resulting in different relationships with others. A positive sense of community among people who are illiterate is a large contributing factor to the existence of illiteracy.[1] Fear of success can be combated with large doses of personal attention and continuous support. For more Strategies to Maximize Motivation and Minimize Obstacles, refer back to page six of this guide.

What Do We Want to Tell Them?

We naturally want to tell homeless adults how our programs can help them, but we must also convey an understanding of their motivations and needs which we can know only by asking. Other responsibilities they may carry include families and issues more critical to survival such as shelter, food, and health — even jobs, for the employed homeless.

[1]Spanard, *Adult Basic Literacy Student Retention*, p.10-11.

An important factor in recruitment is making personal contact with potential students, using both verbal *and* nonverbal communication techniques to convince them that they can succeed. What you say through gestures such as positive body language and encouraging, friendly vocal expression can be more potent than actual words.

Where Can We Find Them?

Since homeless people aren't as likely to watch television or listen to the radio, and those in need of literacy services won't be reading the newspaper, it is difficult to reach them through mainstream modes of advertising. We must, therefore, reach them through other social service agencies and programs, both public and private, which serve them. Many New York State programs have created a "homeless support system" to serve the diverse needs of this population. Such programs provide the following services: housing, mental and physical health care, substance abuse counseling, education, work preparation, training in life skills, and other social services. We can reach homeless persons through the agencies which provide these services, *i.e.*, shelters, hospitals and clinics, welfare offices, and so forth. Developing and maintaining contact with this network of services is part of your promotional activities. Ask yourself why they should help you out. What's in it for them?

How Do We Keep Them?

Adults in literacy programs are four times more likely to drop out than adults in any other education programs,[2] and ironically, the highest risk time for attrition occurs at the *start* of the program, when motivation would be expected at its highest. The majority of students who leave literacy programs — well over 50 percent — do so during the first six hours.[3] This is surprising since, logically, initial motivation should carry students through a "honeymoon" period. Therefore, we should look for factors beyond motivation that would precipitate dropping out. Refer back to the retention strategies specified for homeless students on page 9 of this guide. Predictable dropout patterns among students do exist. Most are related to insecurity, lack of interest, and lack of support from program and peers. One possible way to make students feel welcome and more comfortable during this time frame is to institute a "buddy" system for new students: a peer familiar with the program can show an incoming student "the ropes." Beyond that, retention becomes a matter of predicting the important forces in individuals' lives. By identifying students at risk for dropout, we can decrease attrition through special counseling. Factors associated with student persistence include:

[2]Spanard, *Adult Basic Literacy Student Retention*, p. 6

[3]Spanard, *Adult Basic Literacy Student Retention*, p. 5

- **Age** — older students are more likely to remain, possibly due to maturity and a stronger sense of commitment.
- **Clear goals** — seeking a GED or other tangible aspiration gives more incentive to stay in the program.
- **Family** — illiteracy within the family is positively correlated with dropping out. The higher level of educational attainment parents or siblings have, the more likely students will persist because education is valued in the family.
- **Employment** — students who are unemployed but looking for work are more likely to leave than those *not* looking for work. One of the most common reasons for leaving a literacy program is finding a job or getting a better job — if a student finds work, she/he can be convinced that literacy isn't essential.

While these factors may vary with a homeless population, they are still useful to keep in mind when developing or refocusing your program.

Though we have identified students at risk for dropout, we must still continue to look at barriers to student persistence. Basic retention strategies can combat deterrents, but trying to use them without gaining insight to your particular program's problems is like a doctor writing a prescription without diagnosing the illness. Basic research into your shelter's or program's homeless population is immensely valuable for developing a list of personalized deterrents to participating in your literacy program. A full understanding of the problems is important so as not to do harm, costing you precious staff time and program money. Common barriers to persistence exist in three categories: institutional, situational, and psychosocial.

Institutional Barriers involve the program itself. Examples include a location which is difficult to reach, class times inconvenient to students' schedules, high program costs, unfriendly program staff, or unacceptable program design and quality.

Situational Barriers are concerned with the student's personal circumstances, such as job commitments, home responsibilities or the need to *find* a home, lack of money, lack of child care, or transportation problems.

Psychosocial Barriers involve the student's personal feelings or culture: attitudes, beliefs, and val-

ues, self-esteem (especially low in the homeless), lack of support from family and/or peers, or a poor past experience as a student, which may cause him/her to be "gun-shy."

The most powerful tool in increasing retention is to teach topics that are useful and relevant to meeting homeless students' goals and objectives. To do so, we must understand the goals before structuring a plan, and that is best accomplished by working with students. Adult learners will be more successful if they are given greater control over programs and progress.

Four general retention strategies follow:

1. Keep close student contact through consultations, following up on excessive absence, and no-show interviews.

2. Undertake special projects such as implementing schedule changes for student convenience or satisfaction surveys for obtaining feedback.

3. Network with other instructors and human service agencies to keep abreast of issues and share resources.

4. Initiate activities for students such as a reception/orientation, newsletters, and volunteer tutors.

EVALUATING PROGRAM OUTCOMES

Although most educators agree that evaluation is an important part of the process, an effective evaluation of the program can be difficult to implement. Evaluation is often mandated by the program's funding agency, and can be a means of highlighting the program's successes to continue program funding. Conclusions from the evaluation may be used to improve or change the program. It may help draw a clear picture of which goals are being accomplished, identify unplanned outcomes, and glean students' perceptions of the program.

The following evaluation process may be helpful:

1. Review the mission statement of your program's purpose.
2. List program goals.
3. Assess each goal in evaluation of the program's effectiveness.

4. Gather information about actual outcomes, perceptions, and attitudes from the program students, staff, teachers, etc. through survey, interview, or other observation.

It is important to remember that evaluation is a continuing process, and not a single, stand-alone activity. The results of your ongoing evaluation should be incorporated into your program: enhance those aspects that serve the population well and strengthen weaker aspects to more efficiently meet their needs. This guide may assist you in revising your current program. If, on the other hand, you are in the planning stages of offering a literacy program for your homeless population, a review of this guide will offer ideas for maximum effectiveness, and help you avoid some of the classic time and resource wasters. After all, people who are focusing their attention on mere survival have precious little time and energy for "luxuries" such as education.

Offering participants the opportunity to evaluate the program is an empowering act. Students' input and comments on how the program is meeting their goals is your most valuable tool in restructuring. Remember, in marketing, the customer needs to be satisfied for an exchange to be successful.

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USING THE SAMPLE LESSONS

The 24 lessons in this guide have been developed to facilitate independent living and self-determination. The learners develop the necessary skills for taking charge of their own lives through a learning process that is experiential and related to real life problems and goals.

The tables on the next two pages group the lessons by goals and learning objectives. **Goals** are listed in **Column 1**, and the major **skills/objectives** for meeting the goal are shown in **Column 2**. Three **lessons** are listed in **Column 3** for meeting each individual goal.

There will be some overlap in the skills/objectives of the lessons designed to meet the individual goals listed in the first column. For example, self-awareness is an objective in all of the first three lessons designed for building self-esteem.

The first half of the lessons (1-12) focuses on goals of self-esteem building, interpersonal skills, and taking responsibility for self. Attaining these goals prepares learners to achieve higher level skills/objectives in lessons (13-24), such as using resources, goal setting, taking responsibility for health and child care, and job finding.

All of the lessons have been used by educators of the homeless, and have been found to be effective in meeting the unique needs of the learners. As teachers, you will be most knowledgeable about your students, and should feel free to mix and adapt the lessons in any way that is appropriate to meeting your students' needs and interests.

Please refer to the following tables for more information on the goals and objectives of the sample lessons.

SAMPLE LESSONS

1. Getting to Know You 27

2. Your Personal Universe 29

3. Discovering Your Learning Style 31

4. Making the Classroom a Safe Place for Learning 33

5. Belonging to Groups - How Do We Stereotype People? 35

6. Respect - What a Difference It Makes 37

7. Confronting the Bear 39

8. Taking Control of Your Life — A Self-Help Workshop 41

9. Addressing the Committee in Your Head 43

10. Personal Histories 45

11. Blow Your Own Horn! 47

12. Dear Diary 49

13. Using Community Resources 51

14. In Today's Headlines 53

15. Accessing the Public Library System 55

16. Healthy, ~~Wealthy~~, and Wise 57

17. Tuberculosis Awareness 59

18. Your Child's Most Important Advocate 61

19. Planning a Student-Organized Event 63

20. Publishing a Student Newsletter 65

21. Home Cooking 67

22. Experience + Interests = Career 69

23. Pocket Resume and Interview Information 71

24. Ready, Set, Interview! 73

GOALS	SKILLS/OBJECTIVES	LESSONS
Self-Esteem Building	Awareness of self and others	1. Getting to Know You
	Analyzing perceptions and feelings	2. Your Personal Universe
	Identifying learning styles	3. Discovering Your Learning Style
Developing Interpersonal Skills	Respecting others	4. Making the Classroom a Safe Place for Learning
	Critical thinking	5. Belonging to Groups - How Do We Stereotype People?
	Active listening	6. Respect - What a Difference It Makes
Taking Responsibility	Setting goals	7. Confronting the Bear
	Changing behaviors	8. Taking Control of Your Life — A Self-Help Workshop
	Confronting negative thinking	9. Addressing the Committee in Your Head
Developing Self-Esteem Through Skill Building	Writing skills	10. Personal Histories
	Creativity & writing skills	11. Blow Your Own Horn!
	Journal writing & communication	12. Dear Diary

GOALS	SKILLS/OBJECTIVES	LESSONS
Using Resources to Develop Autonomy	Problem solving	13. Using Community Resources
	Gathering information	14. In Today's Headlines
	Experiential learning	15. Accessing the Public Library System
Taking Responsibility: Health and Child Care	Decision making	16. Healthy, Wealthy, and Wise
	Critical thinking	17. Tuberculosis Awareness
	Problem solving and communication	18. Your Child's Most Important Advocate
Organization and Planning to Reach Goals	Working with others, leadership skills	19. Planning a Student-Organized Event
	Writing, creativity, public relations	20. Publishing a Student Newsletter
	Decision making	21. Home Cooking
Job Finding	Developing an action plan	22. Experience + Interests = Career
	Completing a job application	23. Pocket Resume and Interview Information
	Interviewing skills	24. Ready, Set, Interview!

Sample Lesson 1: Getting to Know You

Goal: To create a sense of cohesion within the group.

Outcome Objective: Students will feel more comfortable with each other and will feel as though they are a part of the group.

Instructional Materials & Resources:

- Camera
- Wall Map
- String
- Tacks

Activity 1 Place a large world or U.S. map in a prominent place on the classroom wall. Explain to each new student that after attending class for one full week, she/he will be "initiated" by having a photo taken and displayed around the map.

Activity 2 Ask students to find their home town, state, country, etc., on the map. Run a string from each picture to the homeplace to show common backgrounds among students or to stimulate discussion on interesting information.

Sample Lesson 2: Your Personal Universe[1]

Goal: To graphically illustrate each participant's perception of his or her own life.[1]

Outcome Objectives: Learners will be able to:

- Examine and evaluate the many forces that impact their lives.
- Choose which factors to change.

Instructional Materials:

- Flipchart and three-four colored markers

Activity 1 Explain that each of us is the center of our own universe. We filter, act on, translate, accept or reject people, information, and ideas based on how we feel or think or respond to their influence on our life/universe.[1]

Using the guidelines below, draw *your* personal universe for the class. Once students understand the process, ask them to draw their personal universes, focusing on homelessness and its many facets.

1. Using flipchart paper and a colored marker, place a circle in the center of the paper to represent you. Write your name in the circle.[1]

2. In the space around you, draw and label other circles to represent people or things that impact you. The size of the circles, and the distance from you, indicate the strength of the impact that a person or thing has on you. For example: a very large circle, or a circle placed very close to you, indicates a great deal of impact. A small circle, or one on the periphery of your "universe" indicates less of an impact.[1]

3. Choose another colored marker. Next to each of the circles impacting you, place a "+" and/or a "-" to indicate whether the impact is positive or negative (good or bad). Some circles may have only one symbol, while others may have both. The size of the symbol will indicate the strength of the positive or negative influence. Example: a circle has a strong positive influence, and a minor, though irritating, negative influence. You would place a large "+" and a small "-" next to that circle.[1]

[1] Scannell and Newstrom, *More Games Trainers Play*,(New York: McGraw-Hill Book Company, 1983), p. 237-238. Reproduced with permission from McGraw-Hill.

Sample Lesson 2: continued

Activity 2 Now that students have drawn their personal universes, use the following as discussion questions:

1. What kinds of things impact you? Have you forgotten anything?

2. Are the factors influencing you good or bad, or both? Explain.

3. Is anything changing? If so, why? How can you make things change?

Activity 3 Now that you have spent some time discussing students' personal universes, some issues should be apparent. In pictures, they have been able to see opportunities to improve or enhance their lives. Ask them to write down the opportunities they have seen to get a firm grasp on what they want and how to get it for their "Future Universe." Use the following categories in class discussion:[1]

- **Impacting Factor/Opportunity to Enhance**
- **Action(s) Needed to Capitalize on Opportunity**
- **Assistance I Need to Accomplish this Action**
- **Priority for this Action**

[1] Scannell and Newstrom, *More Games Trainers Play*, (New York: McGraw-Hill Book Company, 1983), p. 239. Reproduced with permission from McGraw-Hill.

Sample Lesson 3: Discovering Your Learning Style

Goal: To be aware of how we learn most effectively.

Outcome Objectives: Students will:

- Know which form of learning is best for them.
- Be able to seek out that method when options are available.

Instructional Materials:

- Three objects of instructor's choice (*i.e.*, jar, spoon, ball, map, Rubik's Cube)

Activity 1 Instructor explains that people learn differently. Some learn better by reading or seeing, some by listening, and some by touching. The instructor then solicits students' opinions on how they feel they learn best.

Activity 2 Keeping the first object out of sight, instructor gives a verbal description of it, citing characteristics such as color, shape, size, weight, texture, etc. Instructor then asks three or four questions about the object, based on the description just given.

Activity 3 Instructor visually displays second object at the front of the classroom. Students may advance to get a closer look, but may not touch or discuss the object. Furthermore, instructor should not comment on any features of the object. Instructor then asks the same three or four questions about the second object, based on what the students could see about it.

Activity 4 Instructor passes the third object around the room, allowing students hands-on experience in feeling its texture and weight, seeing the color close-up, and so forth. Again, instructor asks the same three or four questions about the object.

Activity 5 Instructor asks students to compare results of their three "quizzes" to see which method of observation was most effective for them. Instructor then asks for a consensus on whether students were correct in their first guesses as to how they would learn best.

Activity 6 Another fun way to differentiate between auditory and visual learners would be to play "Simon Says." Instructor says, "Touch your chin," while actually touching his/her cheek. See how may students are influenced by visual command rather than doing what "Simon" actually said!

Sample Lesson 4: Making the Classroom a Safe Place for Learning

Goal: To build a safe classroom environment and increase student retention through trust building.

Outcome Objective: Students will develop a list of ground rules for how they will behave and treat others while in the classroom.

Instructional Materials & Resources

- Blackboard and poster paper

Activity 1 Discuss with the class the need for ground rules in the classroom. After the first week of classes, the students will be acquainted with each other and will be able to discuss whether rules are needed to show respect for each other and maintain an atmosphere that promotes learning. With the group, discuss the concept of what it means to respect someone, and how the students would like to be treated.

Activity 2 Elicit and record suggestions for respectful behavior from the class. Help the class form a consensus on a list of ground rules. Discussion should continue until the group is satisfied with basic rules which focus on staying in control of oneself and respecting others. Examples of specific rules include: not interrupting; listening to others when they are speaking; and giving a new person attention when entering the class.

Activity 3 Once rules are agreed upon, post them in the classroom and refer to when necessary. Give students their own copies of the ground rules to foster ownership and reinforce the learning that has taken place.

Sample Lesson 5: Belonging to Groups — How Do We Stereotype People?

Goal: To encourage seeing people as individuals rather than stereotypes.

Outcome Objectives: Students will be able to:

- Identify the stereotypical characteristics commonly associated with various groups.
- Recognize that these assumptions are often untrue.
- Build self-esteem by recognizing their own identification with various groups.

Instructional Materials & Resources

- Daisy wheel (**Handout A** included in this guide)
- Blank sheets of paper

Activity 1 Begin a discussion with the class about the various ways we categorize people: man, woman, African American, Hispanic, gay, homeless, disabled, etc. Talk about labels, pigeonholes, and what we think we know about a person based on stereotypes. Ask students how they feel about these labels. Do they think these assumptions are true?

Activity 2 Once a variety of labels have been discussed, hand out papers with a category printed at the top of each sheet: college student, high school dropout, welfare mother, policeman, drug addict, caseworker, etc. Break the class into small groups of four-five people, give each group two-four sheets of paper, and ask students to list as many characteristics of each category as they can on the paper, both positive and negative.

Activity 3 When students have finished, have them read all of these characteristics aloud to demonstrate the enormous number of assumptions we make about people based on stereotyping. Further discussion of the truth of these assumptions may follow to reinforce the learning that stereotypes are not an accurate guide to knowing an individual.

Sample Lesson 5: continued

Activity 4

Distribute **Handout A** to each student, and staying in the small groups, have students identify all of the groups to which they belong by labeling each petal on the wheel with the name of a different group. Within their groups, they should discuss their feelings about being a member of the various groups they have listed. By seeing themselves as not fitting totally into only one category, but identifying with a variety of groups, students expand their concept of self and begin to view others in a less rigid, stereotypical manner.

Sample Lesson 6: Respect — What a Difference It Makes!

Goal: To acknowledge that respect of one's self, and of others, has an impact on a student's quality of life and relationships.

Outcome Objectives: Students will be able to:

- Practice active listening skills.
- Demonstrate respect for themselves and others.
- Utilize positive thinking strategies.

Instructional Materials & Resources

- Flipchart
- Empty space large enough for students' freedom of movement
- Masking tape and scraps of paper
- Pens and pencils

Activity 1 Introduce the activity by presenting the following key points of active listening, which will be posted on a flipchart:
1) Give the speaker your full attention.
2) Maintain eye contact while the other person is speaking.
3) Do not interrupt.
4) Repeat back to the speaker only what you have heard without disagreeing or passing judgment.
Ask students to find a partner whom they do not know. Student #1 from each partnership spends three minutes talking about him/herself, after which Student #2 repeats back salient points. Process repeats with Student #2. Entire group reconvenes 15 minutes later, at which time partners introduce one another to entire class.

Activity 2 To demonstrate the impact of positive thinking, ask students to indicate their present mood on a scale:

1 2	3 4	5 6 7	8 9 10
sad and depressed	a little blue	emotionally neutral	mildly optimistic	happy & hopeful

Instructor then asks students to stand up and cross the room in a manner that depicts a mood three paces above how they actually feel.

Sample Lesson 6: continued

To conclude the activity, instructor initiates a group discussion regarding the effect of physical activity on mood, the effect one's mood has on relationships with others, and the value of positive thinking.

Activity 3 After several sessions with a group of the same students, ask students to write on the paper a *positive* characteristic about each of the other students. Students will deposit these slips of paper in containers labeled with each student's name or placed near each student. Students have five minutes in which to interact with as many classmates as possible. After the five minutes have passed, ask students to read the *positive* qualities about themselves listed on their papers. Instructor reiterates the importance of positive feedback.

Sample Lesson 7: Confronting the Bear[1]

Goal: To facilitate students' sense of control.

Outcome Objectives: Learners will be able to:

- Discriminate rational from irrational fears.
- Develop and implement an action plan for overcoming or coping with fears.
- Describe their progress, including their feelings, in dealing with the fear.
- Gain confidence in dealing with obstacles in their daily lives.

Instructional Materials & Resources

- Flipchart or overhead projector; markers.
- **Handout B** included in this guide

Activity 1 Describe a scene of walking alone in a forest and meeting a bear. Ask students to give one-word responses as to what they would do in the situation. Record those responses on a flipchart or an overhead projector, then reveal that the answers given are also how we respond to the "bears" we meet every day — the problems we face on a daily basis.[1]

Activity 2 Draw a bear and label it with a problem faced by students on a daily basis, *e.g.*, bothersome teenagers, homelessness, no transportation to the literacy program, no schooling for children. Instructor may trigger discussion by disclosing a fear of her own. Problem-solve a solution which can be drawn or verbally described.

Activity 3 Students list their fears and their reasons for the fear. Instructor asks for volunteers to share their fears, which are posted on flipchart for discussion of whether or not they are rational (in terms of control/risks).

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[1]Scannell and Newstrom, *Still More Games Trainers Play* (New York: McGraw-Hill, Inc., 1991), p. 279. Reproduced with permission from McGraw-Hill.

Activity 4 Students complete **Handout B**, and discuss their answers with a classmate who *does not* share the same fear. Each student then develops an action plan with realistic steps for dealing with the fear.

Activity 5 As a follow-up activity, students can report progress to class/instructor. Instructor should ensure that student understands that he will not fail, but may need to reset more realistic goals. Students should be encouraged to keep a journal or daily/weekly log about the process of overcoming or coping with fear.

Sample Lesson 8: Taking Control of Your Life — A Self-Help Workshop

Goal: To increase students' personal autonomy.

Outcome Objectives: Students will be able to:

- Distinguish between positive and self-defeating behaviors.
- Choose behaviors which will help them reach their goals.

Instructional Materials & Resources List of self-defeating behaviors (**Handout C** included in this guide)

Activity 1 Distribute **Handout C**. Ask students to identify two or three self-defeating behaviors they can relate to in their own lives. Reassure them that this does not mean they are being judged negatively and no value judgments are being made about these behaviors. In pairs, they will discuss how these behaviors have served them in the past and how they may have hurt them. After the pairs are finished with their sharing, ask the students to share with the larger group. Suggest that the students sit in a circle for the large group sharing.

Activity 2 In another session, ask the students to write about these behaviors in one or two paragraphs or in poetry, if they wish.

Activity 3 Students may role-play one of these behaviors, *e.g.*, procrastination. The scenario would be that of a client visiting her caseworker and forgetting to bring necessary documents. The class comments on the excuses, anger, procrastination, etc., that may arise in the role-play.

Activity 4 As a final follow-up, ask the students to list concrete steps about how they would like to change their behavior. Pair them up in a "buddy system" to continue the process of evaluating their behavior and getting support for the change. This may continue as an ongoing activity for a scheduled time each week.

Sample Lesson 9: Addressing the Committee in Your Head

Goal: To encourage students to recognize and overcome the negative inner voices within themselves.

Outcome Objectives:

The learner will be able to:

- Distinguish negative thoughts from positive thoughts.
- Practice confronting negative thinking.

Instructional Materials & Resources

- NA

Activity 1

Ask students to role-play scenarios, using the following format: Two students volunteer to be principal actors. Two to four additional students portray "Inner Voices." The principal actors face each other (either standing or sitting), with "inner voices" standing behind them. "Inner voices" stage-whisper key words to the principals as each role-play proceeds, becoming silent by the end of the role-play.

Scenario 1: *A resident of a homeless shelter is seeking a position as a stock person, and has arranged an interview with the personnel director of a local grocery store. The position requires a GED, which the resident does not have. The resident has been employed in the recent past, but is unable to provide references because of the breakup he had with his former boss' daughter. He does have experience as a stock person since he is responsible for inventorying supplies at the homeless shelter. Since this is a volunteer position, the resident does not consider it relevant to the job interview.*

Principals:	Resident	Personnel Director
# of Inner Voices:	2	-
Key Words:	"No GED"	-
	"No References"	-

COMMENTS: The role-play should demonstrate that the resident becomes more confident as he confronts each inner voice during the interview. The instructor or the resident acting as the personnel director will decide whether the resident gets the job or not. In either case, a follow-up class discussion should ensue, addressing such questions as "If the resident did not get the job, what could have s/he done differently during the interview?"

Sample Lesson 9: continued

Activity 2

Scenario 2: *A man and a woman have been dating for some time, and realize they have fallen in love. However, they are both afraid to commit to one another because of what each does not know about the other. The woman was emotionally abused as a child, and as a consequence, is estranged from her parents now. She also has never told him that she was raped as an adult, and cannot stop blaming herself for the incident. The man worries about a drug problem he had in the past, which was severe enough to cost him his job. He partially blames his drug problem on the fact that his father is an alcoholic.*

Principals:	Man	Woman
# of Inner Voices:	2	2
Key Words:	"Drugs"	"The rape"
	"Alcoholic father"	"Emotionally abused"

COMMENTS: An interesting method of presentation for this scenario is to have the principals standing 10-15 feet apart from each other, with their respective inner voices holding them apart from one another. As each inner voice is confronted, its hold on the principal is severed, and the principals can step closer to one another. A possible conclusion of the role-play finds the man and woman standing together exchanging "I love you." The instructor facilitates a follow-up class discussion about the power of negative thinking and its effect on relationships.

Activity 3

Scenario 3: *A mother is confronting her six-year old son about the one book he read during the past week. She wants him to read a book a day, because she thinks smart kids read and go to college. She just wants to ensure that his life is better than hers when he's an adult. Since the son doesn't have a library card, he borrowed a book from his friend. The son also doesn't really understand why reading is so important since his mother never reads herself nor reads to him.*

Principals:	Mother	Son
# of Inner Voices:	2	2
Key Words:	"Smart kids read"	"No library card"
	"Better off than me"	"It's not important"

COMMENTS: As mother and son both address their inner voices, they should be able to understand each other's behavior. The role-play may conclude by mother and son setting a more realistic goal together, and developing an action plan for meeting that goal. Class might follow up the role-play by brainstorming options, such as obtaining a library card for the son. Instructor should emphasize the importance of active listening and working together to solve problems.

Sample Lesson 10: Personal Histories

Goal: To appreciate students' personal histories.

Outcome Objective: Students will be aware of the positive value of their life experiences.

Instructional Materials & Resources

- Writing journals

Activity 1 Instructor discloses a personal anecdote from the instructor's life to create a level of comfort and trust with students. The instructor then asks students to use journals to write down their personal histories, beginning at any point in time they wish.

Activity 2 Instructor solicits volunteers to orally share an experience with the class. He/she then facilitates discussion to find specific positive value in a conventionally negative experience (*i.e.*, incarceration, substance abuse, etc.).

Activity 3 Instructor divides class into small groups of two or three students to create greater ease in disclosing experiences, bonding, and improving listening skills. The students then become the facilitators in their groups to find positive value in each other's experiences.

Sample Lesson 11: Blow Your Own Horn!

Goal: To increase self-esteem through demonstrating areas of talent or knowledge.

Outcome Objectives: Students will be able to:

- Describe both orally and in written form an area of personal talent or knowledge.
- Instruct the class in their areas of expertise.

Instructional Materials & Resources

- Paper, old magazines, scissors, paste
- Sample travel or "How To" brochures (*e.g.*, from Cooperative Extension)

Activity 1 Ask students to reflect on their lives and write down an activity in which they excel, know a fair amount about, or a quality they possess. Examples include something they did as children, traveling, parenting skills, listening skills, crafts, etc. Ask them also to gather visual aids or materials, if possible, to help them describe their topics.

Activity 2 Ask each student to talk in front of the class about his/her special knowledge, using visual aids.

Activity 3 Ask each student to prepare a brochure about his/her topic, using paper, old magazines and other media. Professional brochures may be used as examples.

Sample Lesson 12: Dear Diary . . .

Goal: To practice expressing ourselves through writing.

Outcome Objectives: Students will be able to:

- Express themselves through personal journals.
- Read and respond to others' journals according to rules established in class.

Instructional Materials & Resources

- Notebook and pen/pencil

Activity 1 Discuss with students the value of expressing thoughts and sorting feelings through writing, conveying the message that written work is something concrete and stable for those who have nothing permanent in their lives. Also discuss the importance of practicing their writing skills for further application. Explain that each class member will be keeping a journal, and classmates will read and comment on journals according to ground rules established in class. Things to discuss include:

- confidentiality
- respect
- privacy
- sensitivity
- empathy
- compassion

Sample Lesson 13: Using Community Resources

Goal: To develop a pocket resource guide to community services, programs, and agencies.

Outcome Objectives: Learners will:

- Become knowledgeable about available resources.
- Become more autonomous in obtaining needed services.

Instructional Materials & Resources

- Flipchart or blackboard
- Chalk or markers
- "Koosh" ball

Activity 1 Have students form a circle and ask what kind of services they need. Whoever wishes to start is given the "koosh" ball, and when another person is ready to give a response, the ball is passed. As the group members mention different services, they are written on the board/flip chart and the ball continues to circulate. Examples of services are food pantries, legal aid, food stamps, emergency medical care. When all the services they can think of are listed, each learner selects which services they would like to research, including the names of providers, telephone numbers, addresses, and description of the service, days and hours for referrals, and whether an appointment is needed.

Activity 2 Students work in small groups and organize and categorize the services: food, clothing, health care, day care, job training, etc. They decide whether to call or visit the service provider to obtain the necessary information. They may wish to practice in the small group how they will ask questions, or prepare a list of questions to ask. A few days will be given to complete the assignment, with the instructor checking in to see if any problems have arisen.

Activity 3 Once all the information has been compiled, it is typed up by category and a copy of the resource list is given to each class member. The list becomes a reference for the students as well as providing a tangible result of their work on the assignment.

Sample Lesson 14: In Today's Headlines[1]

Goal: To use the newspaper as an informational resource.

Outcome Objective: Learners will be able to use various sections of the newspaper to obtain information regarding jobs, shelter, sales, etc.

Instructional Materials & Resources

- Newspaper
- Pen or pencil, paper or notebook
- Scissors, glue
- Cassette player/recorder

Activity 1 Discuss with students the various sections of the newspaper and how they can assist them. Flip through the sections and help students to identify and know the meaning of: *newspaper article, index, editorial, subscription, classified section, and obituary.*

Activity 2 Scan newspaper headlines with students and select an article to read. Read article aloud and record it on tape for students to read with later. Ask students to indicate unfamiliar words and list them on paper as a vocabulary lesson.

Activity 3 Select four topics, *e.g.*, politics, apartment rentals, jobs, and weather. Ask students to use the newspaper index to locate articles and information contained therein.

[1]Adapted from **A**dult **P**erformance **P**arenting **L**iteracy **E**xperience, Kansas State Department of Education

Sample Lesson 15: Accessing the Public Library System

Goal: Encourage access to the public library system.

Outcome Objectives: Students will:

- Become familiar with the library system.
- Obtain library cards.
- Be able to check out materials.

Instructional Materials & Resources

- Two forms of identification (*e.g.*, correspondence addressed to student with current postmark, Social Security card, DSS card)

Activity 1 Instructor accompanies class to the local public library, ensuring students know the way for future visits. If the library is not within walking distance, the instructor may prearrange for private transportation or use the opportunity to demonstrate use of the public transportation system. A tour may be arranged through library staff, or the instructor may show students around if he/she feels comfortable. Special attention should be given to reference materials.

Activity 2 Using appropriate identification, students apply for library cards. Depending upon the library's rules, students may or may not use their cards that day to check out one or two books.

Activity 3 Instructor allows the class as a whole to choose a video to check out for later viewing in the classroom.

Sample Lesson 16: Healthy, Wealthy, and Wise[1]

Goal: To learn about health issues, health care habits, and local care providers.

Outcome Objectives: Learners will be able to:

- Read about health issues.
- Make informed decisions.
- Self-evaluate health care habits.
- Read over-the-counter drug labels.

Instructional Materials & Resources

- *Self-Evaluation of Health Care* (**Handout D** included in this guide)
- Pamphlets on health care issues such as AIDS, STDs, drug and alcohol abuse.
- *Reading Directions* (**Handout E** included in this guide)
- *Which Doctor Do I See?* (**Handout F** included in this guide)
- Yellow Pages of phone book

Activity 1 Discuss **Handout D** with students; review vocabulary if necessary. If students do not recognize written words, they may recognize them when spoken. Either complete survey orally or allow students to complete individually. Students may not know all of the answers to the survey questions. If not, brainstorm with them on ways to obtain their health records. If students would like more information on these issues, discuss information sources and look for pamphlets or books on these issues. Discuss plans for organizing health care (getting appointments, finding doctors, recognizing symptoms of a disease, gathering and storing health records in a central location., etc.) and then have students write out a plan.

Activity 2 Using **Handout E**, go over questions orally or have students read the directions and write out the answers; see **Key** for answers. Discuss how over-the-counter (OTC) drugs can be misused, and ask students to bring in other OTC medications and read labels.

Activity 3 Using **Handout F**, go over the list of physicians orally, pronouncing each and, if necessary, dividing into syllables. Ask students to look each word up in the dictionary, then complete the matching exercise. Use the yellow pages to look up local clinics that help clients on a sliding scale.

[1]Adapted from *Lifeskills for the Homeless*, J. Stuart, 1990.

Sample Lesson 17: Tuberculosis Awareness

Goal: To become knowledgeable and personally vigilant on protecting oneself against tuberculosis.

Outcome Objectives: The learner will:

- Address the fear that sometimes paralyzes people from acting.
- Learn procedures for testing, prevention, and treatment of TB.
- Be able to raise the awareness of family members, peers, and friends.
- Form a personal action plan based on his/her current relationship with the disease.

Instructional Materials & Resources

- Magazine and newspaper articles regarding the current TB epidemic
- Public health video on TB (State or local health department)
- Public Health Brochures on TB
- **HANDOUT L:** *True or False?*

Activity 1 Students will complete **HANDOUT L:** *True or False?*, which lists 10 statements, both true and false, regarding TB. As a large group, students will then compare answers and discuss the probable confusion around TB.

Activity 2 Students will gather information, such as articles and brochures, on TB and share them with the rest of the class. If available, instructor will show video on TB to the class. Students will revisit **HANDOUT L:** *True or False?* to see if they would like to change their answers, based on the information presented. The correct answers to the handout will be reviewed as a large group.

Activity 3 Students will prepare questions on TB for a visit from a public health officer. The public health officer will give a short talk on TB, which will be followed by a question and answer session involving the students.

Note:Due to the current rise in TB cases, and the development of a new strain of the disease, teachers are encouraged to secure the services of qualified health care professionals in educating staff and students about TB.

Sample Lesson 18: Your Child's Most Important Advocate

Goal: To ensure that children's needs are being properly met during an unstable time.

Outcome Objectives: Students will be able to:

- Accurately describe the relationship they have with their children.
- Identify problems children may be experiencing.
- Communicate with children and other caregivers, practicing conflict resolution skills.
- Seek assistance from community organizations.

Instructional Materials & Resources

- Flipchart

Activity 1 Either as a group activity or one-on-one with each student, instructor begins a general discussion about children. To begin the discussion, instructor may choose to ask specific questions, such as:

"How many children do you have? How old are they?"
"In what grade of school are they? How are their marks? Do they enjoy school? What subjects do they like or not like? Do you help them with their homework?"
"What do your children do for fun? Do they watch a lot of television?"
"Does your children's father/mother help you with the children?"

This discussion will provide some general information about the learners' relationships with their children, and will probably expose any problem areas which are particularly troublesome to parents. Recording the answers to these questions on the flipchart may facilitate the discussion.

Activity 2 Introduce students to basic communication skills (e.g., speaking and listening), which they will practice by participating in role-plays. The role-plays should involve a specific problem, and include multiple characters. For example:

Sample Lesson 18: continued

Usually a "B" student, Trudi received 3 "Cs", and a "D" on her last report from school. Her mother, Felicia, is very concerned about the slipping grades, especially because Trudi seems to also be very tired and withdrawn. Felicia suspects that the strain of staying in a homeless shelter for the past month is affecting her daughter profoundly. She is not sure how to handle this problem, so she arranges a meeting with Trudi's teacher and a time to speak with Trudi.

Ask students to assume the roles of Felicia and Trudi's teacher in their meeting, and Felicia and Trudi in their conversation. Follow up the role-play by a class discussion about the effectiveness of the conversations and the options available to Felicia.

Activity 3

If the opening activity reveals substantial severe problems concerning the learners' children, be prepared to help the learners find support within their community, e.g., a rehabilitation program for substance abusing minors, or professional counseling for children who seem abnormally depressed.

Sample Lesson 19: Planning a Student-Organized Event

Goal: To increase autonomy through developing planning and organizational skills.

Outcome Objective: Learners will organize an event, demonstration, or open-mike session to take place in the classroom or shelter.

Instructional Materials & Resources

- Badges for organizers

Activity 1 The class should decide as a group what type of program they would like to sponsor. The decision involves brainstorming a variety of ideas and evaluating which ones would be feasible based on cost, availability etc. Once a selection has been made, the students volunteer to serve on committees to organize the event. They contact by telephone or letter the person or organization they would like to sponsor and schedule an appropriate date. For example, they might contact the shelter director in order to invite other shelter residents to hear a speaker.

Activity 2 Once the date is set, various committees are assigned the responsibility for obtaining another room if the event will include other residents of the shelter. Committees handle setting up seating, refreshments, audiovisual equipment, cleanup, etc. Refreshments should be served by committee members to present a more orderly event. One member of the group should be designated as chief coordinator, serving as the spokesperson on the day of the event to introduce the speaker and announce that refreshments will be served at the conclusion.

Activity 3 On the day of the event, students execute their various assignments, wearing badges to designate their roles.

Sample Lesson 20: Publishing a Student Newsletter

Goal: To improve writing and reading skills through organization and creativity.

Outcome Objective: Learners will produce and distribute a student written and edited newsletter.

Instructional Materials & Resources

- Typewriter or computer and word processing software
- Access to photocopying machine

Activity 1 In the initial session, students and instructor discuss ideas of what should be included in a newsletter. Once the students have decided on topics, headline, pictures, etc., they choose roles. One person serves as editor, and the other students decide on the nature of their contribution. They may wish to do an interview, obtain responses to a question of general interest, write an article, do artwork, type copy, or distribute the final edition.

Activity 2 The students set a deadline for publication, and schedule their time to meet the publishing date. Class time may be used for the writing process and review.

Activity 3 When the newsletter is ready for distribution, copies are sent to persons with a special interest in the shelter, such as local politicians or service providers, to generate support and give a human face to the homeless population.

Sample Lesson 21: Home Cooking

Goal: To feel a sense of accomplishment in being creative and sharing with others.

Outcome Objective: Students will be able to follow directions to create a nutritious meal.

Instructional Materials & Resources

- Recipes
- Ingredients
- Hot plate or kitchen stove
- Utensils

Activity 1 Instructor selects a variety of simple recipes (for which ingredients may be easily obtained) and offers the class a choice of which they would like to prepare. Class then decides with whom they would like to share their feast (*e.g.*, their families, other shelter residents, nursing home residents). A date and time are selected and arranged with guests.

Activity 2 If feasible, class may accompany instructor to food pantry or grocery store to obtain ingredients. Directions for recipes are divided among students and executed.

Activity 3 Food is artfully presented and served to guests. Class shares in cleanup activities.

Sample Lesson 22: Experience + Interests = Career!

Goal: To use one's life experience and interests in a career search.

Outcome Objectives: The learner will be able to:

- Assess current skills.
- Identify and prioritize interests.
- Select an ideal career.
- Incorporate the above outcome objectives into an action plan to secure a career of choice.

Instructional Materials & Resources

- Flipchart
- Interest scale/index
- **Handout G** included in this guide

Activity 1 Instructor begins by asking students about visiting caseworkers: "What do they need from caseworkers? What problems do they encounter?" Answers are listed in categories. Students brainstorm solutions to the problems. Students then role-play a meeting between a caseworker and a client. If time permits, each student should have the opportunity to assume both roles. Instructor points out that the students' success in the role-plays can be attributed to their own experiences. In conclusion, instructor suggests that each student review his/her experience, both on and off the worksite.

Activity 2 Each student completes an index of personal preferences and interests. Results of this interest profile are combined with the students' list of experiences from Activity One to help the student determine at least three specific jobs in which he/she is interested. Instructor emphasizes that it is important to consider interests/preferences in the job search process, since a worker will tend to be dissatisfied with an uninteresting job.

Activity 3 After ranking their lists of career possibilities, students each develop an action plan (**Handout G**) for obtaining the job. Research at a local library may be necessary for completing the action plan. As a follow-up activity, students report their progress to the class/instructor. Action plans may be revised.

Sample Lesson 23: Pocket Resume and Interview Information

Goal: To develop a pocket "resume" including information required for job applications and interviews.

Outcome Objectives: Learners will:

- Possess a card containing all information needed for completing job applications.
- Be able to complete applications and cite references at interviews.

Instructional Materials & Resources

- Job applications from local businesses
- Flipchart and markers
- **Handout H** included in this guide

Activity 1 Distribute job applications and ask students to discuss what information they need to complete them, *e.g.*, Social Security number, address, references, previous jobs, etc. List the items on the flipchart, adding any that have been overlooked.

Activity 2 Make time for a work session for students to find out any information they might be lacking. For instance, if they lack a Social Security number or card, have them use the Pocket Resource Guide developed in Sample Lesson 13 to access the information they need.

Activity 3 Using **Handout H**, ask students to fill in the information required, then keep the card with them when applying for work or interviewing.

Sample Lesson 24: Ready, Set, Interview!

Goal: To prepare for job interviews.

Outcome Objectives: Learners will be able to:

- Evaluate job advertisements.
- Contact prospective employers to request job applications and appointments.
- Ask pertinent questions during interviews.

Instructional Materials & Resources

- Pen or pencil, paper or notebook
- Job advertisements
- Sample job applications from local businesses
- **Handouts I, J,** and **K** included in this guide
- Video camera and monitor (if available)

Activity 1 Discuss with students whether they have previously participated in job interviews, and solicit their perceptions of the interview process. Ask students to compile a list of jobs for which they might qualify to apply.

Activity 2 Separate job advertisements from newspapers used in Sample Lesson 14. Help students to identify and know the meaning of: *application, experience, references, salary, benefits, probation, vacancy, employer,* and *employee.* Peruse advertisements with students and ask them to contact prospective employers to obtain applications and request interviews. Use sample job applications and "Pocket Resume and Interview Information" from Sample Lesson 23 to prepare students for filling out applications.

Activity 3 Help prepare students for interviews by reviewing completed applications, discussing appropriate references, and planning transportation to ensure prompt arrival. Stress the importance of a neat and clean appearance, not expensive clothing.

Activity 4 Distribute **Handout I**, *Sample Interview Questions.* Review questions with students and ask them to prepare responses individually or in pairs.

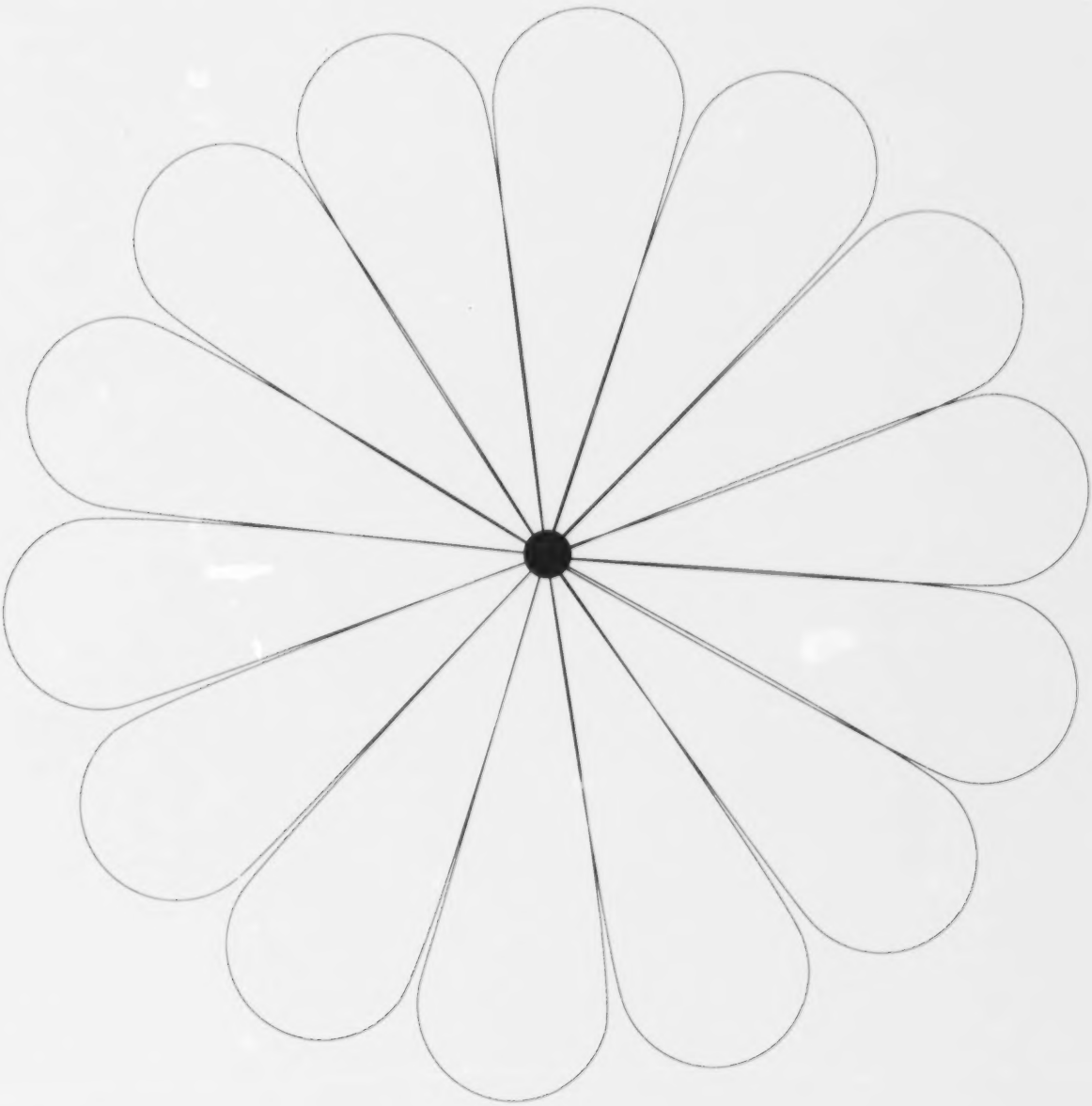
Sample Lesson 24 continued

Activity 5 Using **Handout I**, ask students to role-play simulated job interviews and critique performances. Use a video camera, if available, to record interviews and play back for student critiques.

Activity 6 Distribute **Handout J**, *Legal vs. Illegal Questions*, and **Handout K**, *Weighing the Risk*. Discuss with students their rights, and role-play interview situations, posing illegal questions, in class. Ask students to develop low-risk and high-risk answers to illegal questions.

HANDOUT A

Daisy Wheel



HANDOUT B:

Controlling or Coping with Fears

Read the example in the box below, and complete the information about your own fear.

I am fearful of *snakes* because *they move too fast and I feel like they'll "get" me.*

I think my fear is *irrational* because *most of the snakes in my environment are harmless and will probably not hurt me unless they are provoked.*

Do I have any control over this issue?

x	**Yes. My Action Plan to control my fear is:**	***Time Frame***
	1. Learn more about snakes	*1-3 months*
	2. Observe snakes in an enclosed area, where they can't "get" me.	*3-6 months*
	3. Touch a snake	*7 months*
___	**No. My Action Plan for learning to cope with my fear is:**	***Time Frame***

I am fearful of: _____

I am afraid because: _____

_____

_____

_____

I think my fear is rational/irrational (circle one) because: _____

_____

Do I have control over this fear? _____

___ **Yes**, my Action Plan to control my fear is: *Time Frame*

___ **No**, my Action Plan to cope with my fear is: *Time Frame*

HANDOUT C

Examples of Self-Defeating Behaviors

Feelings of inferiority
Feelings of rejection
Procrastination
Feeling I can't compete
Fear of failure
Fear of groups
Achieving below my potential
Perfectionism
Too dependent on others
Extreme nervousness
Lack of motivation
Compulsive behavior
Lying
Compulsive sexual behavior
Overeating
Boredom
Alcoholism
Insecure feelings
Excessive worry
Feelings of meaninglessness
Depression
Feelings of loneliness
Unforgiving of self
Fear of the unknown
Drug abuse
Can't concentrate
Folding up under pressure
Jealousy
Temper
Can't make decisions
Being phony
Feelings of anger
Defensiveness
Excessive guilt
Fear of stating my opinion
Negative attitudes
Excessive daydreaming
Fear of expressing deep feelings
Feelings of social inferiority
Inability to say "no"
Conflict with people in positions of authority
Difficulty in sleeping
To know what I want to say but not be able to get the right words out
Being disorganized
Fear of being myself
Feeling pushed or pressured
Feelings of hatred
Unrealistic expectations of myself
Unhappiness created in myself
Lack of confidence in myself
Don't trust others
Fear of commitment
Feelings of worthlessness
Fear of rejection
Fear of taking a test
Fear of death
Fear of hurting others
Avoiding responsibility
Excessive attempts to please others
Inability to give myself in a loving relationship
Feelings of hostility
Feelings of inadequacy
Can't get along with people
Forgetful
Feelings of resentment
Feelings of frustration

HANDOUT D

Self-Evaluation of Health Care

Check (✓) the responses that apply to you and your family.

1. How often do I see a doctor?
   - ___ regular checkups (every 1-3 years)
   - ___ only when sick
   - ___ never

2. When is the last time I saw a doctor?

When	*Why*
___ last month	___ sick
___ 2-6 months ago	___ checkup
___ 7-12 months ago	___ pregnancy
___ 1 year ago	___ emergency
___ 2 years ago	___ surgery
___ more than 2 years ago	

3. How often do I go to the emergency room?
   - ___ every time I get sick
   - ___ sometimes when I get sick
   - ___ only when I have an accident
   - ___ never

4. How often do I take my children to the doctor?
   - ___ regular checkups every year (more often for children under 2)
   - ___ only when they are sick
   - ___ only when they are very sick
   - ___ hardly ever
   - ___ never

5. Are my children current with shots and vaccinations?
   ___Yes ___ No ___ I don't know

6. What childhood diseases have my children had?

___ chicken pox	___ impetigo
___ measles (red)	___ pink eye
___ mumps	___ lice
___ ringworm	___ others (list)

7. Do I know where my children's vaccination records and birth certificates are?
   ___Yes ___ No

8. (Women only) Have I had a Pap smear in the last year?

____Yes ____ No ____ I don't know

9. (Women only) If I am 35 or older, have I had a mammogram?

____Yes ____ No ____ I don't know

10. What kinds of birth control do I use regularly?

___ birth control pills (daily) ___ diaphragm
___ IUD ___ condom
___ foams ___ don't use it
___ other

11. I know about these diseases and how to reduce my risk of getting them:

___ AIDS ___ Other sexually transmitted diseases (STDs)

12. Do I take prescribed medicines?

____Yes ____ No ____ I don't know

13. Do I take my medicines in the right amount and at the right time?

____Yes ____ No ____ I don't know

HANDOUT E

Reading Directions "Tylenol" Bottle

Read the following label information usually found on a label for Tylenol or another brand of acetaminophen. Circle any words you do not know.

Usual Dosage:

Adults: 2 caplets three or four times daily. No more than a total of eight caplets in any 24-hour period.

Severe or recurrent pain or high or continued fever may be indicative of serious illness. Under these conditions, consult a physician.

Indications:

For the temporary relief of minor aches, pains, headache, and fever.

Warning:

Keep this and all medication out of the reach of children. As with any drug, if you are pregnant or nursing a baby, seek the advice of a health professional before using this product. In the case of accidental overdose, contact a health professional or poison control center immediately.

EXP DATE: 07/94

ON THE FRONT OF THE BOTTLE:

Do not use if printed red neck wrap or printed foil inner seal is broken.

Extra Strength
Tylenol*

acetaminophen caplets

extra pain relief . . . contains no aspirin
24 caplets — 500 mg. each

*Please note that this is only one name brand and that the labels on other brands may be similar.

HANDOUT E (worksheet)

Reading Directions

Answer the following questions about directions found on an acetaminophen label. Look up the answers on the worksheet about the label:

1. What is another name for Tylenol?

2. What is acetaminophen taken for?

3. How often can an adult take it?

4. How often can a child take this medicine?

5. When should you consult a health professional, according to the label?

6. What should you do if you take too many caplets?

7. Why should you not use the medicine if the "printed red neck wrap or printed foil inner seal is broken"?

8. What does "exp" mean?

9. What should you do after this date?

HANDOUT E (Answer Key)

Reading Directions

1. Acetaminophen (students may also know other name or generic brands).
2. Minor aches, pains, headache, and fever.
3. Two caplets 3 or 4 times daily (every 8 to 6 hours).
4. It does not say children can take it (note: **adult** usually means someone over 12 years of age).
5. If pregnant or nursing, and in case of accidental overdose.
6. Call health professional or poison control center
7. (Inferred answer) could have been tampered with.
8. Expiration date or expires.
9. You should discard the medicine after this date.

HANDOUT F

Which Doctor Do I See?

Write the letter from Column 2 for the kind of doctor you would see for the items in column 1.

___	1. eyes	a. general practitioner
___	2. nerves/spine	b. obstetrician
___	3. heart/circulatory	c. pediatrician
___	4. checkups	d. urologist
___	5. pregnancy	e. gynecologist
___	6. children	f. podiatrist
___	7. male sexual organs	g. radiologist
___	8. female sexual organs	h. neurosurgeon
___	9. foot	i. cardiologist
___	10. x-rays	j. psychiatrist
___	11. mental illness	k. otorhinolaryngologist
___	12. ear, nose, and throat	l. ophthalmologist
___	13. old age	m. dentist
___	14. digestive system	n. optometrist
___	15. teeth	o. geriatric specialist
___	16. eye checkup	p. gastroenterologist

Questions:

1. Where can you find out about doctors and where their offices are?

2. Do specialists take Medicaid or Medicare?

3. If you are injured on a job or in an accident, should you see a specialist? Who pays for the visit?

HANDOUT F (Answer Key)

Which Doctor Do I See?

1.	L	9.	F
2.	H	10.	G
3.	I	11.	J
4.	A	12.	K
5.	B	13.	O
6.	C	14.	P
7.	D	15.	M
8.	E	16.	N

Questions: The questions are designed for the discussion of how to locate physicians and their use. Answers will vary. One way to locate physicians is through the telephone book or local physicians' directory (a group who has a list and advises people which specialists to see).

HANDOUT G

Career Action Plan

Fill in the information for the job you would like to get.

Job Title _____ Salary Range_____

Duties of Job_____

_____

_____

_____

Which skills do I already have?

_____

_____

_____

What training do I already have?

_____

_____

_____

What special skills/experience can I bring to this job?

_____

_____

_____

What action steps do I need to take to get this job?

_____

_____

_____

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HANDOUT H

Pocket Resume and Interview Information

PERSONAL DATA

NAME _____

SOCIAL SECURITY NUMBER _____

DATE OF BIRTH _____

EDUCATION

School — Dates Attended

Address

School — Dates Attended

Address

WORK EXPERIENCE (ALSO VOLUNTEER WORK)

Company — Dates Employed

Address — Phone

Work Performed — Supervisor

Company — Dates Employed

Address — Phone

Work Performed — Supervisor

Company — Dates Employed

Address — Phone

Work Performed — Supervisor

REFERENCES (OTHER THAN EMPLOYERS)

Name — Title/Occupation

Address — Phone

Name — Title/Occupation

Address — Phone

Name — Title/Occupation

Address — Phone

MISC. INFORMATION _____

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HANDOUT I[1]

Sample Interview Questions

Prepare answers for each of the interview questions.

1. What are your strengths? *(Talk about the strengths in terms of specific skills necessary for the position you are applying for.)*

2. What are your weaknesses? *(Keep the answer work-related. Present what is normally considered a strength as a weakness. EXAMPLE: "I work too hard.")*

3. How does your experience relate to the job you are applying for? *(Relate your experiences to the requirements of the position.)*

4. Why did you leave your former job? *(If this is possibly a damaging question, prepare an appropriate response. If you were laid off for economic reasons, say so. If you were fired, choose an answer that is truthful and comfortable for you to say, such as, "I took a job that was really not right for me." Do not talk about a personality conflict with an employer.*

5. Is there someone we can contact who is familiar with you and your work? *(If you are going to give names of current and former employers, let them know ahead of time that they might be contacted.)*

6. Where do you see yourself five years from now? *(Show that you are serious about working and advancement.)*

7. Why do you want to work for this company? *(Do not say, "Because I need a job." Answer why you would like to work for this particular company or organization.)*

8. Tell me about yourself. *(Have ready a short statement that will let the interviewer get to know you, such as where you were born and raised, where you went to school, etc. Be imaginative.)*

[1]Adapted from *Resumes and Job Interviews: Presenting a Positive Image*, BJ Smith Associates, 1992

HANDOUT J

Legal vs. Illegal Questions[1]

The following questions are *illegal* when asked in an interview situation:

Do you prefer to be addressed as Mrs.? Miss? Ms.?

Are you married? Single? Divorced?

Where does your spouse work?

Do you have children?

What is your maiden name?

What is the name and address of a person to be notified in case of emergency?[2]

Are you pregnant?

Do you use birth control?

What are your child care arrangements?

How old are you?

Where were you born?

What church do you attend?

What is your race or ethnicity?

Do you have any physical disabilities?

The interviewer *can* legally ask:

Where do you live? How long have you lived there?

What languages can you speak? Write? Read?

Do you have a legal right to work in the United States?

[1]Adapted from *Resumes and Job Interviews: Presenting a Positive Image*, BJ Smith Associates, 1992.

[2]If you are hired by the firm, it is legal to ask for this information for personnel records. It is not, however, legal to ask this in an interview situation.

HANDOUT K

Weighing the Risk[1]

The following are illegal questions you may be asked during an interview, particularly if you are a woman. Prepare answers that show that you are ready and willing to work, and that you take yourself seriously. If you feel very sure of yourself and the risks involved, you may choose to indicate that you consider the question irrelevant and/or not work-related. Sample answers are given for the first two questions.

1. What provisions have you made for your children?

   LOW RISK: I have made arrangements for child care so that I can work effectively. That was one of the first things I took care of. I wouldn't be interviewing for a full-time position if I hadn't.

   HIGH RISK: Do you also ask that question of men? I assure you I can handle this job.

2. What does your husband think of your working long hours?[2]

   LOW RISK: He approves and is very supportive, but I try to keep my home life and work life separate.

   HIGH RISK: I don't see how that question is relevant.

3. What would you do if your husband were transferred?[2]

4. Why are you still single?[2]

5. Our last girl always made coffee; you wouldn't mind, would you?[3]

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[1]Adapted from *Resumes and Job Interviews: Presenting a Positive Image*, BJ Smith Associates, 1992.

[2]These questions would be legal only if you had *already* given information about your marital status, children, etc.

[3]This would be an acceptable question only if making coffee is written into the job description.

HANDOUT L

True or False?

Please check either true of false next to each statement below.

	True	False
1. You can catch TB by drinking from a water fountain after someone who has TB drank from it.	____	____
2. Until recently, TB was rare in the U.S.	____	____
3. People with HIV can catch TB more easily.	____	____
4. People who are regularly exposed to TB should be tested every 6 -12 months.	____	____
5. People who test positive for TB always become active with the disease.	____	____
6. A well-aired room can help stop the spread of TB.	____	____
7. TB is spread by coughing.	____	____
8. Coughing all of the time, fatigue, and coughing up blood are symptoms of people with active TB.	____	____
9. TB cannot be spread to anyone.	____	____
10. People who have tested positive for TB should have a chest x-ray once every five years.	____	____

HANDOUT L (Answer Key)

TB Awareness *True or False*

1. False
2. True
3. True
4. True
5. False
6. True
7. True
8. True
9. False
10. False

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